

INTRODUCTION to ONLINE VERSION OF POWERPOINT

- The following PowerPoint presentation was shared at the 11/16/09 Eastern HS Community Meeting.
- For purposes of posting them online, we have added some introductory notes to the slides and cleared up a couple minor parts that were a bit confusing.
- As you review the examples – especially the sample student transcripts – please keep in mind that these are just examples of how particular students might choose to plan their 4 years at Eastern. While the graduation requirements are the same, every student is different and will make their own choices about how they meet those requirements and pursue their interests and goals.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chief Academic Officer

Eastern HS Community Meeting

Themes for Small Learning Communities

Rigor, Engagement, Flexibility

November 16, 2009



Foundational Elements of Eastern HS

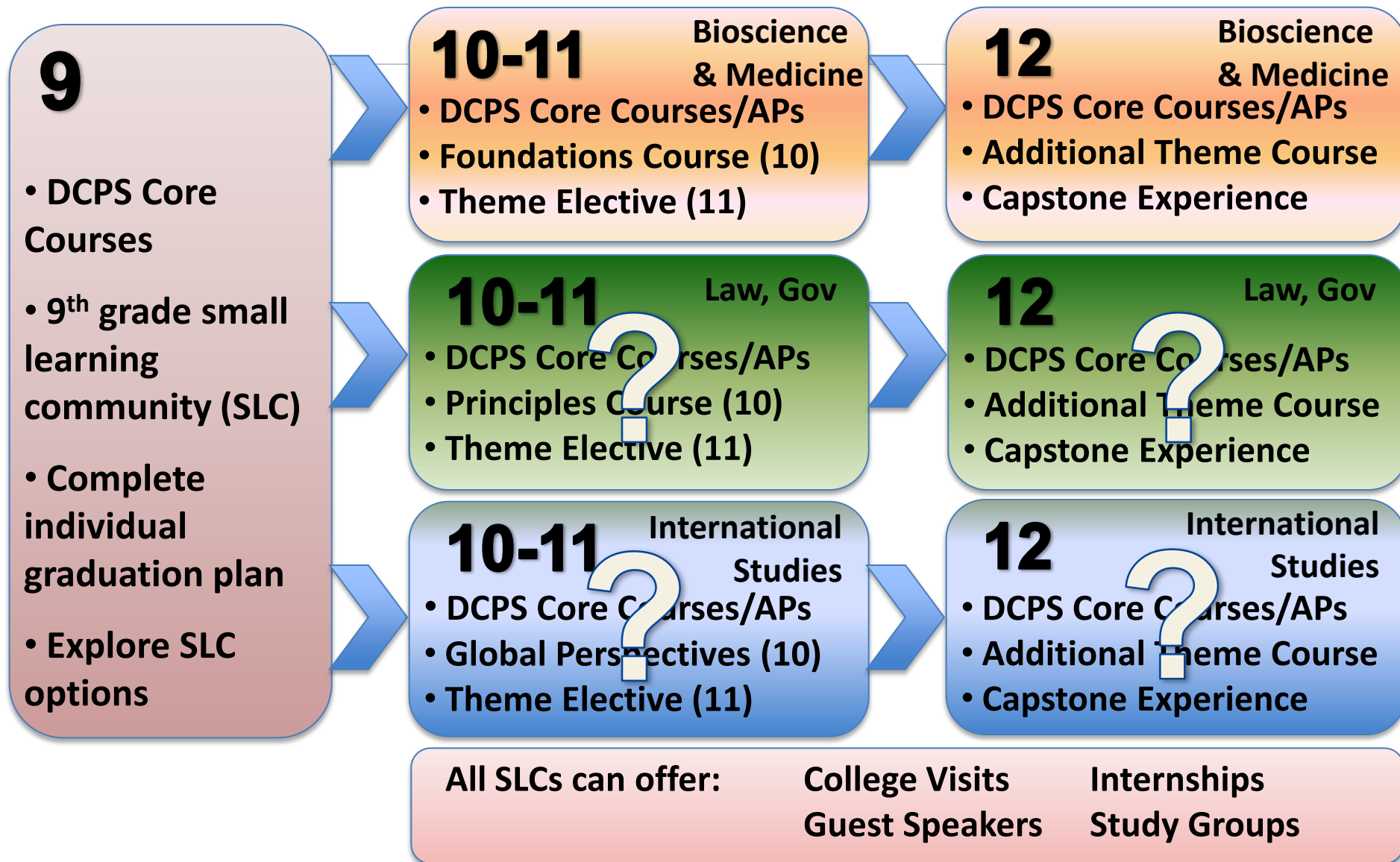
- **Neighborhood school open to all**
- **Rigorous academics**
- **Readiness for college and career**
- ***Core student – adult relationships***
- ***Flexibility to adapt to needs of all students***

DCPS Core Beliefs

- **All children, regardless of background or circumstance, can achieve at the highest levels.**
- **Achievement is a function of effort, not innate ability.**
- **We have the power and the responsibility to close the achievement gap.**

DCPS Core Beliefs

- **Our schools must be caring and supportive environments.**
- **It is critical to engage our students' families and communities as valued partners.**
- **Our decisions at all levels must be guided by robust data.**



Flexibility in Programs of Study

While students will all have some exposure to their SLC's theme, there will be a lot of flexibility for students to engage in different ways. This table shows 3 different students who make different choices about how they engage with their SLC's theme. All will graduate with a DCPS diploma. Students B and C will also receive additional credentials because of their additional participation in their SLC's theme.

	Examples of Program of Study Options	Graduation Credential
STUDENT A	DCPS required 24 + electives	DCPS Diploma
STUDENT B	DCPS 24 + 2 "Theme" courses (either within the core of DCPS 24 or from theme-related electives)	DCPS Diploma + Certificate of Participation
STUDENT C	DCPS 24 + All Theme Requirements <ul style="list-style-type: none"> • 2-4 courses w/in core of DCPS 24 • 2-4 theme-related electives • Theme-related internship • Capstone Experience 	DCPS Diploma + Medallion at Graduation and/or Indication on Transcript

Graduation Requirements (DCPS 24)

This shows the basic program of study required to satisfy the DCPS graduation requirements. Note that this does not represent a FULL schedule. Depending on the type of schedule used by the school, students may earn a total of 28 to 32 credits. Thus, students can choose additional electives (besides the 3.5 electives already required within the DCPS 24) that meet their interests. For example, a student may take additional art or music classes as electives.

Subject	Required Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4	English I	English II	English III	English IV
Math	4	Algebra I	Geometry	Algebra II	Additional math course
Science	4 (3 Lab Sciences)	Science	Science	Science	Science
Social Studies	4	World History I	World History II	U.S. History	D.C. History (0.5) and U.S. Government (0.5)
World Languages	2	World Language I	World Language II		
Music	0.5	Music (0.5)			
Art	0.5	Art (0.5)			
Health/PE	1.5	H/PE (0.5) and PE (0.5)	Health (0.5)		
Electives	3.5		Elective (0.5)	Elective (1.0) Elective (1.0)	Elective (1.0)
Total Credits	24	7	6	6	5

NOTE: At least 2 of the 24 required credits must be earned through “College Level or Career Prep” courses.

Student A: DCPS required 24 courses + electives

This slide shows how a student could fulfill the graduation requirements and have a full schedule of courses without taking any of his/her SLC's theme-related electives. Student A would still participate in the college visits, guest speakers, etc. with other SLC classmates who may be taking more theme-related courses. Note also that Student A could increase the rigor of the courses at any point (as demonstrated in the English courses row).

Subject	Required Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4	English I	English II	English III / AP Eng Lang	English IV / AP Eng Lit
Math	4	Algebra I	Geometry	Algebra II	Probability/Statistics
Science	4	Environmental Science	Biology I	Chemistry I	Physics I
Social Studies	4	World History I	World History II	U.S. History	D.C. History (0.5) and U.S. Government (0.5)
World Languages	2	French I	French II		
Music	0.5	Music (0.5)			
Art	0.5	Art (0.5)			
Health/PE	1.5	H/PE (0.5) and PE (0.5)	Health (0.5)		
Electives	7.5		Electives (1.5)	Electives (3.0)	Electives (3.0)
Total Credits	28	7	7	7	7

Student B: DCPS 24 + 2 Theme Courses

Student B chooses to engage in the theme more than Student A does but not as much as Student C. The theme-related courses Student B takes are shaded in green. As with each student, Student B could use the electives in the schedule to pursue his/her interests, including the arts, additional world languages, advanced courses in a particular subject, or anything else in the school's offerings.

Subject	Proposed Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4	English I	English II	English III / AP Lang	English IV / AP Lit
Math	4	Geometry	Algebra II	Precalculus	AP Calculus
Science	4	Biology I	Chemistry I	Physics I	AP Physics
Social Studies	4	World History I	World History II	U.S. History	D.C. History (0.5) and U.S. Government (0.5)
World Languages	4	Spanish I	Spanish II	Spanish III	AP Spanish Language
Music	0.5	Music (0.5)			
Art	0.5	Art (0.5)			
Health/PE	1.5	H/PE (0.5) and PE (0.5)	Health (0.5)		
Electives	5.5		Foundations Course (1.0) Elective (0.5)	Theme Elective (1.0) Elective (1.0)	Elective (1.0) Elective (1.0)
Total Credits	28	7	7	7	7

Student C1: DCPS 24 + All “Medallion” Requirements

Green shaded courses represent one way Student C1 could fully engage in the Bioscience & Medicine theme

Subject	Proposed/ (Required) Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4/(4)	English I	English II	AP English Language	AP English Literature
Math	4/(4)	Geometry	Algebra II	Precalculus	AP Calculus
Science	4/(4)	Biology I	Chemistry I	AP Biology	AP Chemistry
Social Studies	4/(4)	World History I	World History II	U.S. History	D.C. History (0.5) and U.S. Government (0.5)
World Languages	2/(2)	French I	French II		
Music	0.5/(0.5)	Music (0.5)			
Art	0.5/(0.5)	Art (0.5)			
Health/PE	1.5/(1.5)	H/PE (0.5) PE (0.5)	Health (0.5)		
Theme Courses	4.0		Foundations of Medical Sciences (1.0)	Anatomy & Physiology (1.0)	2 of the following (1.0 each): 1. Additional AP science course 2. Capstone Project such as: • Clinical rotation at hospital • Research internship at NIH 3. EMT/ Pharmacy Certification
Electives	3.5/(1.5)		Elective (0.5)	Electives (2.0)	Elective (1.0)
Total Credits	28/(24)	7	7	7	7

Student C2: DCPS 24 + All “Medallion” Requirements

Green shaded courses represent how Student C2 might fully engage in the Law, Government & Public Service theme

Subject	Proposed/ (Required) Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4/(4)	English I	English II	AP English Language	AP English Literature
Math	4/(4)	Geometry	Algebra II	Precalculus	AP Statistics
Science	4/(4)	Biology I	Chemistry I	Physics I	AP Physics
Social Studies	4/(4)	World History I	World History II	U.S. History	D.C. History (0.5) AP U.S. Government (0.5)
World Languages	2/(2)	Spanish I	Spanish II		
Music	0.5/(0.5)	Music (0.5)			
Art	0.5/(0.5)	Art (0.5)			
Health/PE	1.5/(1.5)	H/PE (0.5) PE (0.5)	Health (0.5)		
Theme Courses	4.0		Principles of Justice (1.0)	Constitutional Law (1.0)	2 of the following (1.0 each): 1. Add'l AP social studies course 2. Capstone Project such as: • Internship on Capitol Hill • Public Policy campaign 3. Dual-enrollment college course
Electives	3.5/(1.5)		Elective (0.5)	Electives (2.0)	Elective (1.0)
Total Credits	28/(24)	7	7	7	7

Student C3: DCPS 24 + All “Medallion” Requirements

Green shaded courses represent how Student C3 might fully engage in an International Studies theme

Subject	Proposed/ (Required) Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4/(4)	English I	English II	AP English Language	AP English Literature
Math	4/(4)	Geometry	Algebra II	Precalculus	AP Statistics
Science	4/(4)	Biology I	Chemistry I	Physics I	AP Chemistry
Social Studies	4.5/(4)	World History I	World History II D.C. History (0.5)	U.S. History	US Govt. (0.5) AP Comparative Government (0.5)
World Languages	4/(2)	Spanish I	Spanish II	Spanish III	AP Spanish Language
Music	0.5/(0.5)	Music (0.5)			
Art	0.5/(0.5)	Art (0.5)			
Health/PE	1.5/(1.5)	H/PE (0.5) PE (0.5)	Health (0.5)		
Theme Courses	4.0		Foundations of International Studies (1.0)	Global Perspectives (1.0)	2 of the following (1.0 each): 1. Additional World Language course 2. Capstone Project such as: • Intl Service or Research Project • Global Issue campaign 3. Model United Nations
Electives	1.0/(1.5)			Elective (1.0)	
Total Credits	28/(24)	7	7	7	7

Helping ALL Students Access Rigorous Coursework

The following are some components of a school culture that helps all students succeed in college-level coursework.

- 9th Grade SLC focus on rigor and 4-year planning
- Summer pre-AP/IB programs
- AP/IB Support Class
- Tutoring and mentoring programs
- AP/IB Student Cohorts
- Providing rigorous instruction that meets the needs of all students